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**THE IMPLEMENTATION OF INFORMATION-GAP ACTIVITIES  
IN AN EFL READING CLASSROOM AT THE SECOND GRADE  
STUDENTS OF *SMP DARUL MUSYAWIRIN*  
WERU- CIREBON IN ACADEMIC YEAR 2012/2013**

A THESIS

Presented to

English Education Department of *Tarbiyah* Faculty  
of *Syekh Nurjati* State institute for Islamic Studies

In Partial Fulfilment of the Requirments

for the Degree of *Sarjana Pendidikan Islam (S.Pd.I)*



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CIREBON**

**2013**



## RATIFICATION

The thesis entitled "The Implementation of Information-Gap Activities An Reading Classroom at the Second Grade Students of SMP Darul usyawirin Weru - Cirebon in Academic Year 2012/2013" written by **mirudin**, Registered Numbers **59430497**, has been examined on July 17<sup>th</sup>, 2013. has been recognized as one of the requirements for Graduate Degree in English Education Department of *Tarbiyah Faculty, Syekh Nurjati Institute for Islamic Studies Cirebon*.

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## ABSTRACT

Amirudin, 2013. The Implementation of Information-Gap Activities In An Efl Reading Classroom at The Second Grade Students of Smp Darul Musyawirin Weru-Cirebon In Academic Year 2012/2013

Information-Gap activities aim broadly to apply the theoretical perspective of the Communicative Approach by making communicative competence and communication through reading comprehension. So the writer conducts the research just in one of the method or activity that has correlation with comprehended the texts and the students more active through teaching English as Foreign Language reading classroom. This research aims to increase the students' mastery of reading classroom in which less knowledge of the main of reading and the use have been the problem in the second grade of SMP Darul Musyawirin Weru-Cirebon.

The research was conducted on May, 1<sup>st</sup> – 31<sup>st</sup> 2013 at SMP Darul Musyawirin Weru-Cirebon that involved second grade students that consist of forty students as the respondents. Furthermore, this research used two cycles that consist of four stages: planning, acting, observing, and reflecting for each cycle. In order to get the accuracy in data collecting, the writer combined both qualitative and quantitative data which are observation, interview, test and questionnaire.

This research conducted some of the test to measure the students' improvement. The writer divided some of section in conducting to collect score. The first pre-test, he gave pre-test to the students to know the students skill in comprehending to the texts. The result of pre-test is only eight students or 20% who could pass the Minimum Mastery Criterion (KKM) from forty students in the class. Furthermore, the average score of the pre-test was only 58 and one the student got the highest score was 80 and two students got the lowest score were 35. From the result the first post-test, it showed only thirteen students (32.5%) who passed the Minimum Mastery Criterion (KKM) of the pre-test and the students' averaged score was 66, the average score was 65.5 with the highest score was 85 and the lowest 40. The last test, the second pre-test showed there were thirty students who got score  $\geq 75$  or 75 % students who could pass the Minimum Mastery Criterion (KKM). Furthermore, the average score was 75.25 with the highest score was 90 and the lowest score 55.

After two cycles done, the writer finds that there is a significant improvement in teaching reading by implementing Information-gap Activity (IGA). From the students' score in the first cycle calculated by N-Gain Formula, the improvement is still categorized low, which is 0.18. Furthermore, the improvement of the students' score in the second cycle is 0.48 or categorized medium.



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## PREFACE

Praised be to Allah, Lord of the world, who has given the writer His love and compassion to finish the last assignment in his duty. Peace and salutation be upon to the prophet Muhammad SAW, his family, his companion, and his adherence.

This thesis under the title” **The Implementation of Information-Gap Activities in an EFL Reading Classroom at Second Grade Students of SMP Darul Musyawirin Weru-Cirebon In Academic Year 2012/2013** ” is submitted to fulfill one of the requirements for achieving the Islamic Scholar Degree at the English Education Faculty of *Tarbiyah* of The Institute for Islamic Studies *Syekh Nurjati Cirebon*.

In writing this thesis, there are so many people who have participated, helped, and advised directly or indirectly. So on this opportunity, the writer would like to express her sincerity and profound thankfulness to:

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The researcher realizes that this thesis is still far from being perfect and there are many mistakes both in the arrangement and in the content of this thesis. Therefore, he would welcome the comments, and suggestions from the readers.

Finally, the resarcher hopes this thesis will be useful to the readers and for the writer especially, and for English Education Faculty of *Tarbiyah* of *IAIN Syekh Nurjati* as a reference in general.

Cirebon, June 2013

The Writer



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## CHAPTER I

### INTRODUCTION

This chapter reveals the introduction of the research paper. It is devoted to several parts namely the background of the problem, the identification of the problem, the limitation of the problem, the questions of the research, the aims of the research, and the use of the research.

#### A. The Background of The problem

Language as means of communication play, it is very important role in social relationship among human being because language is the system of sounds and words used by humans to express their thoughts and feeling (A.S. Hornby, 1995:662). Otherwise the system of conventional spoken or written symbols used by people in a shared culture to communicate with one other. A language both reflects and affects a culture's way of thinking, and changes in a culture influence the development of its language. Related languages become more differentiated when their speakers are isolated from one other and the foreign language is learning a language that is not generally spoken in the from surrounding community (Yule, 2006: 162). In other word the language is as the media to transfer knowledge and make human's understanding.

English as one the international language is very important since it requires as a bridge communication. In Indonesia, English is one of the compulsory subjects which is taught in Elemenary School, Junior High

School, Senior High School or vocational school and University as the first foreign language. In teaching English as Foreign Language (EFL) usually the teacher uses many methods to transfer knowledge to the students. The writer assumes that Learning English complicates to the students from elementary school to senior high school and they think English subject is hard to study. Then the teachers ought to have many methods to apply in learning and teaching English in order that the students are not difficult and bored. In Larsen's book (2003: 4), in learning and teaching English, we know many different language teaching methods such as Grammar Translation Method (GTM), Audio Lingual Method (ALM), Communicative Language Teaching (CLT), Direct Method, Silent way, and soon.

There are some problems of English education in Indonesia. One of the problems is that students get difficulties to comprehend texts, especially in Evaluation National test. The majority problem is reading comprehension. It is because the method is not effective and the students are lack of motivation in studying. It is the problem not only the students who lack of motivation to study but also the students are master in English subject . It needs learning method variously in order to study maximally and increase student's motivation to study English well since they are at tenth grade or the first grade, especially for reading comprehension. Teacher must be able to give learning model properly.

As long as the observation made by the writer in SMP Darul Musyawirin Weru- Cirebon, the writer had interviewed the teacher of English



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about how teaching and learning process are done. Based on the interview, the writer concluded that the method which is used by the teacher was not really interesting for the students of junior high school. The activity was really monotonous and made students bored. And then, the writer made an observation immediately in the classroom while teaching and learning process done. What the writer saw the same as what the teacher told to the writer in her interview. The writer saw that, the students were bored and sleepy because they never made a movement since the teaching and learning process are done. The activity was monotonous so that they were bored.

Based on the fact is seen by writer, it can be concluded that the teaching and learning process are done by the teacher is not really effective and must be changed or mixed by other methods and innovations, so the students feel comfortable and have motivation in learning English as Foreign Language.

There are many methods in EFL Teaching, one of them is Communicative Language Teaching (CLT) or communicative approach. A communicative approach tries to apply in the communicative skill trough reading because the experience approach to reading is based on the idea that when learning to read (Nation, 2009: 12), many kinds of CLT activities such as *accuracy –Fluency Activities, Jigsaw activities, Offering-sharing activities and Information –transfer activities, Information – Gap activities* (Richards, 2006: 19). And the writer will try just one activity in reading is Information – Gap activity.



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In previous study, Information-gap activity can improve the students' speaking ability and communicative competence. Most of the research information-gap activity focuses on improving speaking ability such as: a) The students can motivate to speak because they can free to respond the missing information without memorizing the dialogue (Defrioka, 2009: 41), Information-gap is a useful and interesting technique because it gives every students opportunity to speak, and it reflects the way use language as a means of communication in real life (Jondeya, 2011: 5), the information-gap activity is to help the students to develop the students' speaking competence and also facilitate the teachers of English to improve the quality of teaching speaking (Kau: 2010: 2). So the purposes of information gap activities are to help the students develop their students' speaking competence and also facilitate the teachers of English to improve the quality of teaching speaking.

The other hand, information gap-activities is a stimulation to create a communicative class activity between one student to the other students (Amaliani, 2011: 3). This purpose research is to improve the students' reading ability through information-gap activity and to create the students' communicate class in teaching English. In line idea, Information- gap activities can improve the quality of teaching and learning process of academic reading to other academic skills (Sujana, 2012: 5). Otherwise the information gap-activities can help reading classroom activities while teaching and learning to improve the students of communicative competence. In the other words, the information-gap activities are the method to improve



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the students' communicative competence in the English classroom for teaching English foreign learner.

Information-Gap activities aim broadly to apply the theoretical perspective of the Communicative Approach by making communicative competence, the goal of language teaching and communication through reading comprehension. So the writer conducts the research just in one of the method or activity that has correlation with comprehended the texts and the students more active through teaching English as Foreign Language reading classroom.

Based on phenomenon described above, the writer is interested to conduct a research in the school under the title: The Implementation of Information-Gap activities in An EFL Reading Classroom at second grade students of SMP Darul Musyawirin Weru - Cirebon In academic year 2012/2013.

## B. The identification of the Problem

The identification of the problems is needed to give clarification about the problems that will be investigated. The writer wants the students learn English by using of information – gap activities in reading comprehension. And then from the background of the problem above, the problem of the research can be classified into the following section:



### 1. The field of The Research

The field of the research of this thesis is method of teaching. The researcher found this field of the research because it is most interesting.

### 2. The kinds of the problem

The researcher will divide into two kinds of the problem in research to know the specific problem during finding the phenomenon in the school, the problem can be following:

- a. The method that is used by the teacher in teaching reading is not effective so the students feel bored in learning and teaching.
- b. The students are difficult to convey or make an English communication.

### 3. The Main Problem

The main problem of this research is to understand and find out the problem in conducting the research in the school about the activity teaching and learning reading uses Information-Gap Activities.

## C. The Limitation of the Problem

In this research, the researcher will limit the problem which includes wide range of explanation if the writer investigates further. As the writer knows English is the first foreign language in the school beside that the students feel lazy to read loudly moreover they are so difficult to convey something although they are English Master. In order word, the research is limited only to focus on Information-Gap Activities as a part of CLT in An EFL Reading Classroom.



#### D. The Questions of the Research

The researcher found out the problem of the implementation of information-gap activities in An EFL Reading Classroom which is important to be known by all students and the teachers who will study English as second language. This study was set to answer these three main research questions.

1. How are the techniques the implementation of information –gap activities in an EFL reading classroom?
2. How to improve the students' reading skill in English subject?
3. How is the students' response toward the implementation of information-gap activities in an EFL Reading Classroom?

#### E. The Aims of the Research

The research contains of explanation and some useful alternative solutions about the problem discussed and the researcher hopes that this research will gave some benefits to the readers. The aims of the research are:

1. To know the techniques the implementation of information –gap activities in an EFL reading classroom.
2. To improve the students' reading skill in English subject.
3. To know the students' response toward the implementation of communicative language teaching in An EFL Reading Classroom.



## F. The Use of the Research

The use of the research, to the researcher's knowledge that is addresses the implementation of the information-gap activities in teaching EFL reading classroom. First for the students, the method can improve the students' activity more active, the second they are able to increase the developing of language learning; especially in increasing the students' communicative competence through teaching EFL reading classroom by using information-gap activities as a part of communicative approach.



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